DOCUMENT RESUME

ED 220 374 SO 014 227

TITLE	Changes. Social Studies Interim Grade Guide for Grade Two.
INSTITUTION	Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
REPORT NO	ISBN-0-86497-033-1
PUB DATE	81
NOTE	46p.; For related documents, see SO 014 224-232.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Change; Childhood Attitudes; Childhood Needs; Child Role; Comparative Education; Family Characteristics; Family Relationship; *Family Role; Futures (of Society); Grade 2; *Individual Development; Primary Education; Self Concept; Social Change; *Social Studies; Units of Study

ABSTRACT

The social studies curriculum is presented for grade 2 in Manitoba, Canada. The focus of this guide is change. Some objectives are to explore: (1) some of the ways children change physically, intellectually, emotionally, and socially; (2) some of the changes caused by technology that are occurring in family structure, particularly in the roles of family members; and (3) changes arising from both natural and human sources in the environment. The three units include: When I Was Little: When I Grow Up; Families Long Ago: Families Now; and Families in the Future. As topics are presented for each unit, questions are asked and then learning activities are given to help students answer the questions. For example, in Unit I under the topic of We Change over Time, the question is asked, In what ways are we changing? To introduce the notion of change, observations are made first of changes in the environment: seeds to mature plants, rusting, melting, decay. Then pairs of pictures that demonstrate changes in a person's life are given and the children make charts of the changes they see in the pairs. Other developmental activities reinforce changes, such as role-playing activities of people at different stages of their lives. This guide is arranged as follows: grade title and overview, unit title and overview, unit topics and focusing questions, unit topic objectives, and unit topic suggested teaching strategies and learning activities. (Author/NE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220374

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K.A. Cosens
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SOCIAL STUDIES INTERIM GRADE GUIDE

FOR

GRADE TWO

CHANGES

sp 014 227

Curriculum Development Branch
DEPARTMENT OF EDUCATION
PROVINCE OF MANITOBA
1981

THIS GUIDE IS SUBJECT TO REVISION ON THE BASIS OF INFORMATION RECEIVED FROM SCHOOLS DURING THE 1981-82 SCHOOL YEAR. IT IS EXPECTED THAT MODIFICATIONS WILL NOT BE IN THE DESIGN OF THE PROGRAM; RATHER, CHANGES MAY BE IN AREAS CONCERNING IMPLEMENTATION, STRATEGIES AND RESOURCE MATERIALS.

ACKNOWLEDGEMENT

Appreciation is extended to the many social studies teachers who provided suggestions and ideas to the working committees during the development of this program. In particular, appreciation is extended to the following teachers, who participated in piloting the grade two program.

Elizabeth Finnson	Gimli Elementary	Evergreen School Division No. 22
Leslie Speirs	Greenway School	Winnipeg School Division No. 1
Helen Stine	Park Avenue School	Agassiz School Division No. 13
Lori Wilcoch	Greenway School	Winnipeg School Division No. 1

ISBN 0-86497-033-1

CONTENTS

PAGE

GRADE TWO-CHANGES

Grade Two Overview Statement 1

UNIT I: WHEN I WAS LITTLE: WHEN I GROW UP

Overview Statement 1

Topics and Focusing Questions 1

OBJECTIVES

Topic 1: We Change Over Time 2

Topic 2: Our Activities and Routines Change 4

Topic 3: Our Interests Change 5

Topic 4: Our Relationships With Others Change 7

Topic 5: Old Age Brings Changes in People's Lives 10

Topic 6: Changes Can Be Welcome or Unwelcome 12

SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: We Change Over Time 3

Topic 2: Our Activities and Routines Change 4

Topic 3: Our Interests Change 5

Topic 4: Our Relationships With Others Change 8

Topic 5: Old Age Brings Changes in People's Lives 10

Topic 6: Changes Can Be Welcome or Unwelcome 12

UNIT II: FAMILIES LONG AGO: FAMILIES NOW

Overview Statement 15

Topics and Focusing Questions 15

OBJECTIVES

Topic 1: The Environment Upon Which Families Depend Changes 15

Topic 2: Families Long Ago 19

Topic 3: Technological Changes and Changes in Families 22

Topic 4: New Technologies Have Advantages and Disadvantages 28

PAGE

SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: The Environment Upon Which Families Depend Changes 16

Topic 2: Families Long Ago 19

Topic 3: Technological Changes and Changes in Families 22

Topic 4: New Technologies Have Advantages and Disadvantages 28

UNIT III: FAMILIES IN THE FUTURE

Overview Statement 31

Topics and Focusing Questions 31

OBJECTIVES

Topic 1: Future Technological Changes and Family Life 31

Topic 2: Families in the Future Will Continue to Depend on the Environment in Order to Fulfill Their Needs and Wants 34

SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 1: Future Technological Changes and Family Life 32

Topic 2: Families in the Future Will Contine to Depend on the Environment in Order to Fulfill Their Needs and Wants 35

THE SOCIAL STUDIES PROGRAM

This guide outlines the interim Grade Two social studies program. It should be used in conjunction with The Social Studies K-12 Level One Document which describes the rationale of the K-12 program and includes statements of intent; goals; approaches; categories of objectives; learning and development; selection of content; time allotment within the program and also an abstract of each of the grades. It is recommended that the Level One Document be read before implementing this program.

Interim Individual Grade Guides

The guides are organized under the following headings:

- Grade Title and Overview
- Unit Title and Overview
- Unit Topics and Focusing Questions
- Unit Topic Objectives
- Unit Topic Suggested Teaching Strategies and Learning Activities

The intent of each grade and unit is indicated in the grade overview and unit overviews, respectively. Included with each topic are focusing questions which help to guide inquiry for that particular topic. The objectives and the suggested teaching strategies and learning activities closely parallel the focusing questions.

The teaching strategies and learning activities are suggested. It is not intended that all the activities suggested must be attempted. Teachers may select those activities they deem to be appropriate, or develop their own activities from those that have been suggested.

It is suggested that teachers insert, within each grade guide, such materials as their own lesson plans, helpful teaching hints, resource materials, articles and test materials in order to make the guide as practical and useful as possible.

Where basic textual materials have been approved in a particular grade, they have been identified in the Manitoba Text Book Bureau Catalogue.

Teachers are requested to forward suggestions on improving this guide to:

Manitoba Department of Education
Program Development
Curriculum Development Branch
Robert Fletcher Building
409-1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

GRADE TWO-CHANGES

GRADE TWO OVERVIEW

Change is an important phenomenon in children's lives; they change physically, intellectually and emotionally, their families move, they change grades, family structures and roles change, changes occur in their communities, and they are encouraged through a barrage of advertising to change their preferences in such things as toys and clothes. The grade two program provides an opportunity to help children begin the process of demystifying this aspect of their lives. It consists of a series of studies in which children can examine change as it affects them and their environment. The causes and effects of change are brought into focus through examples from the past and present and through the consideration of some possible future changes and their impact. The major purposes of the grade two program are to have children begin to explore:

- *Some of the ways in which they are changing physically, intellectually, emotionally, and socially.*
- *Some of the ways in which their roles, their relationships with others, their rights and responsibilities and their interests and abilities are changing.*
- *Some of the changes, caused in part at least by technological change, that are occurring in family structure, in the roles of family members, and in how families attempt to fulfill their needs and wants.*
- *Changes, arising both from natural and human sources, in the environment upon which families ultimately depend for the fulfillment of their needs and wants.*
- *The problems and decisions faced by people as they are confronted with the necessity of balancing their needs and wants against the impact of fulfilling these needs and wants on ecosystems. The focus here is on the concept of environmental stewardship, or the responsibility humans have to the ecosystem and to future generations for environmental maintenance and improvement.*

UNIT I-WHEN I WAS LITTLE-WHEN I GROW UP

UNIT I OVERVIEW

The grade two program deals with a variety of changes that affect children's lives. Unit 1, When I Was Little - When I Grow Up, sets the stage for these wide ranging investigations by using the changes of most immediate concern to the students, changes in themselves, as a beginning point. Thus, this unit provides children with an opportunity to observe changes in themselves, past and present, and to consider future changes and their implications.

UNIT I TOPICS AND FOCUSING QUESTIONS

1. We Change Over Time

   - In what different ways are we changing?
   - How can we find out more about these changes?

2. Our Activities and Routines Change

   - How do the ways in which we spend time change as we get older?

3. Our Interests Change

   - How do our interests change as we grow up?
   - Do these interests affect what people do for a living?

4. Our Relationships with Others Change

- How do the things we depend on others for and the things we can do for ourselves change as we grow older?
- How do our rights, freedoms, and responsibilities change as we grow older?

5. Old Age Brings Changes in People's Lives

- What is meant by "old age"?
- What changes often come with old age?

6. Changes can be Welcome or Unwelcome

- How do we feel about the different changes we are undergoing?

UNIT I TOPIC OBJECTIVES

Topic I: We Change Over Time

Knowledge objectives

The students should be able to:

- describe some of the changes they are experiencing.

Thinking and research skill objectives

The students should be able to:

- collect data through direct observation of human behavior.
- graph information about changes.

Attitude and value objectives

The students should be able to:

- discuss what they view to be some of the advantages and disadvantages of the changes they are experiencing.
- view most of the changes they are experiencing as a normal and interesting facet of their lives.

Social participation objectives

The students should be able to:

- plan and enact a short play or sequence of skits aimed at illustrating experiences relating to growing and changing.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

General Introduction to Unit

Note:
- Change means that things become different as time passes, e.g., changes occur in the plant and animal world around us. Living things pass through a natural sequence in the course of a lifetime.
- People pass through various stages in their lives: infancy, childhood, adolescence, adulthood, old age.
- Physical and mental changes accompany these stages. The changes occur at different rates in different individuals.

Topic I: We Change Over Time

- In what ways are we changing?
- How can we find out more about these changes?

Introduction

. In order to introduce the general notion of change in a concrete way, have the children observe a variety of changes in their environment. (e.g., Plant some seeds in the classroom. Observe the changes that occur as they develop into mature plants. Observe other physical changes such as rusting, melting, decay.)

. Show the class pairs of pictures in which each pair demonstrates some change in a person's life. (e.g., age changes, size changes, changes in marital status, changes in family size.) Ask the children what is the same about all of the picture pairs. Then make a chart of as many changes in people's lives as the children can think of. Save this chart for the culminating activity.

Development

. Ask the children to bring their baby pictures for a bulletin board display. Try to match each picture with its owner.

. Have the class observe in a nursery and upper elementary room (possibly having individuals or small groups observe and report back). Based on the observations have the class identify ways in which:

- They have changed since nursery age.
- They will likely change by the time they are in grade _____.
- The children can then develop sequences of three pictures which illustrate a particular change over time (e.g., games, toys).

. Have a mother bring in a baby or toddler and let the children observe for differences between the child and themselves. Make a group chart of these differences.

. Help children to graph their weight and height during the school year. If possible, compare these figures with their birth weight and height.

. Mark the children's birthdays on a calendar. As each child's birthday arrives, ask him/her to suggest changes which have taken place since the last birthday. Make special provision for children whose birthdays occur during the months of July-August.

. Discuss some of the changes which different children have experienced since the time they were infants. Assist the class in defining the stages in a person's life. Make a chart of family photographs or pictures cut from magazines to show people at different stages in their lives. What are some of the physical characteristics of each stage?

. Have the children role play typical activities of people at different stages of their lives. Discuss what was being acted, why the children portrayed it as they did, etc.

. Have the children share how they feel about some of the more interesting changes they are studying. What do they see as the advantages and disadvantages of various changes? They might then portray through drawing or act out some of these changes and how they feel about them.

. Help the children plan and practice a short play or sequence of skits in which they portray what they see as some of the problems and benefits of growing up. If the children are interested have them share their efforts with other classes. They might for example portray such situations as:

- A parent's friend patting them on the head and saying, "I remember _____ when he was still in diapers."
- No longer being able to wear favorite articles of clothing because they are too small.

- Finally being old or big enough to do something that they have looked forward to for a long time.
- Having to go to bed when older friends are still playing outside.

Conclusion

. Have the class review the changes list generated in the introductory activity and add to it.

. Have the children begin a booklet which can serve as a permanent record of their findings in this unit.

. Set aside a corner of the room for posting work and information relating to the unit.

UNIT I TOPIC OBJECTIVES

Topic 2: Our Activities and Routines Change

Knowledge objectives

The students should be able to:

. describe some of the ways in which their activities and routines have changed since infancy.
. predict some of the ways in which their activities and routines might change as they grow older.

Thinking and research skill objectives

The students should be able to:

. construct simple time lines in order to portray routine changes and significant events in their lives.

Attitude and value objectives

The students should be able to:

. discuss what they view to be the advantages and disadvantages of the changes being studied.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Our Activities and Routines Change

- How do the ways in which we spend time change as we get older?

Note: Time, which can be measured in terms of long and short intervals, affects what we do on a daily, weekly or monthly basis. However, the schedules that we follow change as we get older.

Introduction

. In class, make up a daily schedule for a typical infant (sleep, eat, etc.). Tell them that they are now going to find out how their own schedules and routines have changed and might change in the future.

Development

. Ask the children how their daily routines have changed since they were infants and pre-schoolers. Discuss activities such as play, chores, bedtime, T.V. watching, organized sports or community group participation.

- Have students make pictorial time lines showing their usual daily schedules now and a pictorial time line showing their probable schedules as infants. These can be posted and later entered in the student's booklets.

. Have the children make a pictorial time line of significant (to them) events in their lives. The teacher might demonstrate by putting up her own or a hypothetical model. Also, the children might seek their parent's help in remembering and placing events.

- Have the children share their time lines and think about significant events in the future.

. Have the children draw pictures and write stories on the theme, "If I were an adult . . ."

Conclusion

. Have the children make entries in their booklets (e.g., the comparative time lines).

UNIT I TOPIC OBJECTIVES

Topic 3: Our Interests Change

Knowledge objectives

The students should be able to:

. explain how some of their current interests might be related to future occupations.

Thinking and research skill objectives

The students should be able to:

. obtain information through interviewing.
. classify information in terms of past, present, and future.

Attitude and value objectives

The students should be able to:

. share their views on and consider the reasons for a sex bias that appears in what children (or adults recalling childhood) report as major interests.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out actions aimed at increasing the opportunities for students to pursue some of their interests and develop greater competence in these areas.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Our Interests Change

- How do our interests change as we grow up?
- Do these interests affect what people do for a living?

Note: People's interests and activities change with time but many people develop interests and abilities at an early age that remain with them and influence their activities during adulthood. Thus, interests and abilities help to determine future occupations.

Children can make many choices about what they want to be when they grow up. Occupations should not be chosen on the basis of a person's sex, but on interest, enjoyment, and aptitude.

Introduction

. Ask the class to imagine what they would request if they met a magician who would grant them each one wish. Would they have wished for the same thing when they were four or five years old? How might their wish change if they were ten? Fourteen? An adult? Give each child a sheet of paper divided into three columns entitled:

I Wanted	I Want	I Will Want

*Cf. Scott-Foresman, Teacher's Edition, Book II, p. 156.

Have them draw a picture in each section. Share the pictures and discuss the changes in their desires. Make a group chart summarizing the classes I Will Want ideas.

Development

. Divide the class into groups to interview parents, teachers, older brothers and sisters or others about what they wished for as children. What do they wish for now? How have their wishes changed? Report orally to the class.

. With the class, compile a list of classroom jobs that must be done regularly. Discuss the duties involved in each activity. Then, instead of arbitrarily assigning jobs to students, make up simple application forms for the various positions - brush cleaner, plant caretaker, messanger, supply distributor, etc. Request the following information on the form: 1) name; 2) desired job; 3) reason for wanting the job; 4) past experience; 5) qualifications; 6) time available to work. Children can supply the answers to you orally, or fill out the forms themselves. File the applications - when a job comes open, consult the file and make the appointment. Rotate the positions regularly so everyone who wants a turn has a chance. Be careful not to stereotype jobs as "male" or "female".

. Collect pictures from newspapers and magazines or draw pictures to illustrate a booklet on "Things I Can Do." Help each child to define the things he or she is good at and enjoys doing. Share the booklets with the class so that children are aware of the range of interests and abilities in the class. Then discuss the careers children might consider if they enjoy: 1) arithmetic; 2) music; 3) working with tools; 4) outdoor activities: 5) drawing, etc. How does an interest relate to a particular career?

. Start a "Some Day I Want To Be . . ." bulletin board. Include pictures of males and females in non-traditional occupations as well as people from a variety of ethnic groups and socio-economic levels.

. Interview older people in the community about their occupations and the skills required. Find out how many people actually work at the jobs they imagined doing as children. Make a simple chart to record this information:

Name and Occupation	Job Choice Stayed The Same	Job Choice Changed
Mr. West, teacher		
Ms. Stevenson, game warden		

(The students may discover at the same time that some people change jobs as their interests, opportunities or training change.)

. Have adults from the community who have succeeded in matching interests and occupation share how this happened, the nature of their work, and how they feel about it. This could happen either by having the class visit the adults at their workplaces or by having the adults come to class and ideally bring some of the items, products, tools, etc. that are a part of their occupation. The central issue to bring out here is the people's early

interests and how these evolved and changed into their present form. After this visit children could draw pictures of some hoped for occupation and explain how it relates to things they enjoy doing now. They might also be asked to consider what they would have to do in order to turn their interests into an occupation (last level act).

. Ask students to name some of the things they are most interested in doing and list these on the board. Beside this list, write down the things that are typically a part of daily life in school. Have the children observe for and discuss overlaps or the lack of them. Questions for promoting discussion include:

- Are some of your interests also on the school list?
- Why do you think some of them are not on the school list?
- Are there some interests here that you think should be on the school list? Which ones and why?

If there seems to be some agreement that certain interests are both feasible and worth while school time (or lunch hour or after school) activities, ask the children if they would like to pursue this further and see if they can bring such an eventuality about. Steps for proceeding might include:

- Deciding which interest or interests have the broadest appeal and are judged to be seen as reasonable school pursuits (having some educational value) by parents, teachers, and the principal.
- Deciding when and where such interests might be pursued and if possible who could supervise or instruct, if necessary.
- Getting an argument together, which might include seeing if there is broader interest than just in the children's own classroom, as well as justifications for the activities, and presenting it to the appropriate adults (e.g., principal, parents, superintendent).
- Following up on whatever responses come from these adults and helping to organize and run the activities.

Sample action projects which could arise from this activity might include fairly simple ideas which can be accommodated within a particular classroom (e.g., pursuing interests in collecting, modelling or finding out about particular topics). Alternatively, you and the class could decide upon a larger project which would involve the alloting of specialized space in the school, the use of such space after school hours, or the finding of volunteers to assist the children in pursuing the identified interests.

Conclusion

. Have the children review the group chart on I Will Want . . . Do they wish to make additions or deletions? Why?

. Make entries in booklets (e.g., future wishes, pictures, ideas about future careers).

UNIT I TOPIC OBJECTIVES

Topic 4: Our Relationships with Others Change

Knowledge objectives

The students should be able to:

. predict some of the ways in which they will probably become more independent as they grow older.
. give examples of ways in which they will likely still depend on others when they are older.

Thinking and research skill objectives

The students should be able to:

. interview adults in order to obtain information.

Attitude and value objectives

The students should be able to:

. assess classroom, school, or other rules that affect them in terms of their fairness from the students' points of view.
. begin to accept the notion that in social groups freedoms usually have responsibilities associated with them.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out actions aimed at changing rules which govern their rights and responsibilities.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 4: Our Relationships with Others Change

- How do the things we depend on others for and the things we can do for ourselves change as we grow older?
- How do our rights, freedoms, and responsibilities change as we grow older?

Note: Children are often faced with the conflict of having to follow rules and decisions made by adults when they desire the freedom and independence which they imagine adults have. At the same time they recognize that the assistance of adults is necessary in meeting their physical and emotional needs. While this dependence changes as children grow and mature, they will never be totally self-reliant. People of all ages depend on others to meet some of their needs. Gradually children will be allowed to make more decisions and have more rights and privileges. But with this freedom goes responsibility. Adults have to follow rules, too.

Introduction

. At one time or another, most children have said "I can't wait till I grow up. Then I can do whatever I want." Ask the class to imagine themselves in a world with no adults. (Pinochio and Peter Pan deal with this theme.) Discuss:

- What they would like about such an arrangement (staying up late, eating whatever they liked, acquiring all the toys, games, etc., that they wanted). What things would they dislike? (no love and security that parents provide; no assistance in meeting basic needs.) Make a chart of their ideas.

Development

. Have each child make a list of the things his or her parent(s) do for him or her. This might be done by having the children think of as many ideas as they can and then having them take their lists home and see if they and their parent(s) can add to them. Share the lists and make one group list based on the children's findings.

. Discuss the skills children have acquired since beginning school. Make a class checklist of things they can now do without adult assistance (e.g., use the telephone to call friends, visit the neighborhood library, go to the store to spend their allowance).

. Make a class booklet or mural to illustrate the ways children can use their new skills and independence to help others (e.g., run errands for older people, dress younger brothers or sisters, read simple picture books to younger children).

- Lead children to the generalization that people depend on them as well.

. Interview a number of older people to discover how they depend on others.

. Ask the students what things they are allowed to decide for themselves. What decisions do parents make for them? (e.g., how they dress, what T.V. programs they watch, when they do household chores.) Which parental rules do they agree with? Why or why not? Make an experience chart of what the children feel are an ideal set of family rules. (Implicit in this activity are those areas in which there should be no rules - in which the children can decide.)

. Discuss what further changes in their dependency the children anticipate. Ask the class to complete such statements as "When I am nine I will be able to . . ." "Eleven-year olds can . . ."

. Have the class consider the following issue:

- Why do you suppose you must wait until you are older to have certain rights? What are some of these rights? (e.g., drive a car, get married)

. Role play situations in which younger children react to parental rules.

. Ask students to interview some adults to find out what advantages and disadvantages there are to being grown up. Report your findings to the rest of the class. Has your desire to be older changed as a result of your findings?

. Have the children describe all the classroom and school rules that they can think of. If the list seems incomplete, help fill in the gaps. As a second stage ask the children:

- Why they think particular rules exist. (What purposes do they serve? Whose interests are they in?)
- How they feel about particular rules. (Are they fair? Are they necessary? Why or why not?)

If there seems to be some doubt or confusion about the rationale for certain rules the children might ask the principal to visit the room and explain why he sees these rules as being necessary. As a follow-up each child could, through a series of small drawings, illustrate his or her ideal set of classroom or school rules. These could be shared and discussed with regard to unusual rules or the absence of what are commonly regarded as necessary rules. Once again the principal might be interested in viewing the children's drawings and hearing their discussions.

. If some of the rules in the foregoing activity are consistently questioned, help the children plan and carry out an action aimed at influencing the nature of these rules. This might involve:

- Developing reasons why the rule as it is now formulated is inadequate, unfair, unnecessary, etc.
- Sampling the views of students in other rooms with regard to the rule.
- Developing alternatives to the rule and considering the implications of these alternatives (e.g., How will other students, teachers, the principal, and parents react? Will it mean extra work for someone?).
- Considering a proposed rule change or deletion which affects students' responsibilities (e.g., Who will be responsible for certain equipment if students are permitted to use it at recess?).
- Deciding how to present the proposal to the appropriate adults. (In this case, other teachers or the principal, or both.)
- Deciding on strategies for ensuring that the rule change or deletion, if it is accepted, is a success (e.g., helping each other - posters and other reminders to look after the responsibilities associated with the new situation).

Discussing this particular activity with the principal ahead of time is likely advisable.

Conclusion

. Have the children debate issues relating to rules, authority and rights (e.g., "How would you discipline your child if . . .?" "Children at age _____ should be able to _____.").

. Make entries in booklets (e.g., ways in which child is dependent as indicators of increasing independence, ideal family rules).

UNIT I TOPIC OBJECTIVES

Topic 5: Old Age Brings Changes in People's Lives

Knowledge objectives

The students should be able to:

. give examples of changes that occur in people's lives in old age.

Thinking and research skill objectives

The students should be able to:

. obtain information through interviewing.
. generate alternative solutions to a problem (divergent thinking).

Attitude and value objectives

The students should be able to:

. examine and share their ideas about being older and old people.
. consider the validity of common stereotypes about old age.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out actions aimed at ameliorating some old age related problem in their school or neighbourhood.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 5: Old Age Brings Changes in People's Lives

- What is meant by "old age?"
- What changes often come with old age?

Note: Many people hold jobs for a large part of their lives. They "retire" when they have reached a certain age. Then they have more time for other activities. Older people continue to make valuable contributions to family neighbourhood and community life.

Introduction

. Bring out the children's understandings of aging and old age by having them either write, draw or act out completions for sentences such as:

- When I think of being old, I think of _____.
- When I am old _____.

Make a chart which summarizes the children's ideas.

Development

. Collect pictures of older people involved in activities that contradict the stereotype of the elderly as crippled, cranky, absent-minded people. Have the children discuss the differences between these pictures and the perceptions of aging and old age in their sentence completions above. Discuss alternative activities in which older people are involved once they have retired from the labor force. Record the children's ideas and then invite older people into the class or visit them in their homes. Interview them about the changes they have experienced since they were young. Possible questions:

- What did you enjoy most at my age?
- What things in your life would you change if you could?
- What is your favorite pastime now?
- What problems do you have now that you didn't have when you were young?

Following the interview allow the class time to discuss their observations, e.g., Do children now enjoy the same activities as children of their grandparent's generation? What are some of the changes that these older people talked about? How did they feel about these changes? Possibly the children can translate their findings and impressions into a mural or some other form so that they can be shared with others and the people they interviewed in particular.

. Have the class discuss or debate issues such as:

- Everyone should retire at age 65.
- We should have retired or older people helping in our classroom.
- Older people are not very useful in our changing world.

. In order to help the children consider some problems associated with old age in our society, either read stories, tell incidents, or act out roles which portray these problems (e.g., physical limitations, loss of a sense of purpose with retirement, feeling that one is not needed by family or others in the community, not enough money to do the things one now has enough time to do). In the latter case, acting out a role, the teacher can, after advising the children that they are to have a visitor and that they should try to find out all they can about him, enter the room and portray an older person with a particular problem. For example, the teacher might enter and say "I'm tired of just sitting around!" or, "I wish there was something really useful I could do!" If the children have been properly prepared before hand, they will accept the role notion and proceed to ask questions and, if the teacher avoids giving solutions, will likely start to provide possible remedies for the visitor's dilemma. After the teacher steps out of the role or after the children have listened to the stories or incidents, the teacher can then help the children clarify the problem as seen by the older person(s), record their solutions on the board. The children might follow this up by role playing various old age related problems and discussing how the people involved probably feel.

. Help the children plan and carry out an action aimed at some problem to do with aging or perceptions of aging. Some examples include:

- Changing their own perceptions of older people and providing something useful for older people to do by finding older people in the community who can come to the classroom and help out, either with regular classwork or by sharing some particular knowledge or skill.
- Identifying one or more older people with a need (e.g., a yard in need of clean up, in need of assistance shopping, shoveling walks, getting wood, etc.) and help out.
- Sharing their insights into age related changes and the associated problems and stereotypes with others in the school or community through an information display.

. Over a period of time read stories to the children which touch on young people's perceptions and stereotypes about aging, aging as experienced by older people, and relationships between children and old people. Any of these would be good opportunities for sharing similar experiences or discussing the stereotype or attitude portrayed in a story.

Conclusion

. Have the children review the chart based on their, "I will be old when . . .", and, "When I am old . . ."

. Make further entries in booklets.

UNIT I TOPIC OBJECTIVES

Topic 6: Changes Can Be Welcome or Unwelcome

Knowledge objectives

The students should be able to:

. give examples of what they view as positive change and support their examples with a rationale.
. give examples of what they view as unwelcome change and support their examples with a rationale.

Thinking and research skill objectives

The students should be able to:

. interview their parents in order to obtain data.
. make comparisons.

Attitude and value objectives

The students should be able to:

. examine the feelings they and others have about various changes in their lives.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out an action aimed at assisting others (e.g., peers, families in the neighbourhood) who are experiencing significant changes.

UNIT I SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 6: Changes Can Be Welcome or Unwelcome

- How do we feel about the different changes we are undergoing?

Note: Change is often something over which we have little control. Sometimes we welcome a change while other times we might prefer that things remained the same. Frequently children in primary grades have to adjust to a new baby in their family. This event brings changes in their relationships with their family. Children also experience changes when parents are separated or divorced, or a close family member dies. These are difficult situations to adjust to. Families today move more often than people in previous generations. This means children frequently have to readjust to new schools and make new friends.

Introduction

. Ask class members to think of changes that they liked or disliked. Have the children discuss questions such as:

- Did you like or dislike the change?
- Why?
- How did the change affect you?
- Who or what caused the change?
- Did you have any control over the change?

Make a group list of changes under the categories liked and disliked.

Development

. If possible, read Martha Alexander's Nobody Asked Me If I Wanted a Baby Sister or another children's book that deals with a new addition to the family. Ask different children to report on the changes they experienced following the arrival of a new brother or sister. How did they feel about the changes?

. Divorce or death are sensitive topics which teachers may decide to omit in classroom discussion. Some useful books dealing with these subjects are available. They may be helpful in situations where a child is faced with a family death or break up.

. Moving can be an upsetting and exciting time for children. Have the students relate their experiences about the changes they noticed, and how they felt. Then, take a class survey to determine which students have attended your school since kindergarten, and which ones are new comers to the area. Graph this information, including the number of children born inside/outside Manitoba on a pictorial chart to show how populations change.

. Ask the students to interview their parents to find out the number of different places they had lived by the time they were eight years old. Compare this with similar information about the number of times the children have moved. Analyze:

- Which generation moved more often during their first eight years of life? Why?
- How do students and their parents feel about moving?
- What are the disadvantages and advantages of moving?

This analysis might be aided by totaling the moves by each generation during their first eight years.

. People often do not have any power to influence the changes happening in and around them and this in itself can make some changes disturbing. Have the children consider this aspect of change by having them think of as many examples of changes that:

- They can choose to make or not make (e.g., whether or not to learn to play a game).
- They have some but not complete control over (e.g., moving to a different location in class).
- They have little or no control over (e.g., growing and aging, things parents and teachers make you change, changing T.V. programs).

As the examples in each category grow, the children might consider such questions as:

- Do you often feel differently about a change when you have some control over it? In what way?
- Do there seem to be more changes that we can control or at least influence, or more changes that just seem to happen to us?
- Do older people seem to have more control over the changes that they experience? For example _____?

. Identify some change related problem in the community and help the children plan and carry out an action directed either (or both) to increasing awareness about the problem or to helping those affected by it. For example, the class might:

- See if there are some ways in which they can assist a family that has just moved into the school neighbourhood.
- Make their values known to the appropriate people with regard to such things as unwelcome changes in T.V. programing.

- Publicize and try to affect unwelcome neighbourhood changes which might have an impact on such things as where children can play or ride bicycles.

Conclusion

. Have the children draw pictures and write stories about important changes in their lives. Have them emphasize how they felt about the changes.

. See if the children want to add to or modify their list of liked and disliked changes.

. Make entries in booklets.

. Refer back to the list the children made of changes in people's lives during part one of this unit. See if they can expand their initial list of changes.

UNIT II-FAMILIES LONG AGO-FAMILIES NOW

UNIT II OVERVIEW

In this unit children will explore some of the ways in which the changing technologies used by people as they attempt to meet their needs and wants lead in turn to changes in family life, changes in how people go about fulfilling their needs and wants, and changes in the environment upon which people ultimately depend for the satisfaction of these needs and wants. This exploration will include a consideration of the relative decrease in family self-sufficiency as families have become centers of consumption rather than consumption and production, and an evaluation of both the advantages and disadvantages of life in a technologically sophisticated society.

UNIT II TOPICS AND FOCUSING QUESTIONS

1. The Environment Upon Which Families Depend Changes

   - What natural forces change our environment?
   - What was the environment like here before European settlement?
   - How have people changed the environment?
   - In what ways are these changes harmful or beneficial?

2. Families Long Ago

   - How did families long ago fulfill their needs and wants?

3. Technological Changes and Changes in Families

   - How are our families different from families long ago? (e.g., roles, family structure, size)
   - How are the ways in which our families fulfill our needs and wants different than in families long ago? (e.g., food, shelter, clothing, entertainment, education, transportation, communication, etc.)

4. New Technologies Have Advantages and Disadvantages

   - What are some of the benefits of the technological developments and associated changes in family life studies, Topic 3?
   - What are some of the costs or disadvantages of these changes?

UNIT II TOPIC OBJECTIVES

Topic 1: The Environment Upon Which Families Depend Changes

Knowledge objectives

The students should be able to:

. give examples of environmental change brought about through natural causes.
. give examples of people adapting to such changes.
. give examples of changes in the local environment that are caused by people.
. explain some of the positive and negative aspects of particular changes.

Thinking and research skill objectives

The students should be able to:

. obtain data through interviewing.
. obtain evidence of environmental change through direct observation in the community.

Attitude and value objectives

The students should be able to:

. examine their own opinions and attitudes about specific human impacts on the local environment.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out an action aimed at increasing awareness among their peers and among adults in their community, of local human impacts on the environment.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

General Introduction to Unit

Note: When people inhabit an environment they have to adapt to some of the natural changes occurring in it. Environments are also changed by people. This has both positive and negative effects. The degree and nature of the change depends on such factors as the number of people, their level of technology, and their definition of their needs and wants.

Originally the area in which we now live supported a relatively small human population whose lifestyle did not significantly alter the environment. Because of their nomadic hunting and gathering society, native people in Manitoba did not live in permanent settlements. They depended on the natural environment to meet their needs. As a result, native people were careful about how they utilized the resources available to them.

While fur traders, who later inhabited the forests and prairies of Manitoba, also had an interest in preserving the natural habitats of commercially-valuable fur bearers, their activities changed the environment to some extent. However, it was the opening of the west for settlement, and the arrival of large numbers of people with different technology and lifestyles that brought about drastic changes in the environment. With a steady flow of immigrants, much of the Canadian west became a settled agricultural area. Towns and cities, which grew up as service centres for the rural areas, continued to alter the environment.

New technology often made people's lives easier, but modern lifestyles also brought new problems, especially in urban centres where populations concentrated, or in areas where industries were established to extract natural resources. Some changes were harmful to the environment, and unhealthy for the people who lived there. In many cases, growth was considered desirable, regardless of detrimental effects.

Topic 1: The Environment Upon Which Families Depend Changes

- What natural forces change our environment?
- What was the environment like here before European settlement?
- How have people changed the environment?
- In what ways are these changes harmful or beneficial?

Introduction

. Take the children for a walk through the school's neighbourhood and have them watch for different sorts of change. Upon returning to the classroom, list the children's observations and see if they can come up with other changes. Discussion can then focus on such aspects of the list as:

- Which changes are caused by people? What causes the other changes?
- Did you see some things that don't change?
- Does this change (particular change on the list) affect you? How? Do you like this? Why or why not?

Tell the class they are now going to look at some of the changes in their environment.

. Set up a corner in which material (pictures, charts, etc.) can be displayed. Use this as a group record of findings on change.

. Have the students keep a personal record in the form of a booklet on Families Long Ago-Families Now.

Development

. Review the regular seasonal changes which students observe in the course of a year, as well as changes that result from more infrequent happenings such as fires, floods, tornadoes, etc.

- What do people do to adjust to these seasonal changes? (e.g., different clothing for different seasons, heating or air conditioning buildings to control temperatures)
- Make a chart Natural Changes and How People Adapt to Them. List the class's ideas and then have the students make drawings, paintings, or collages of magazine pictures depicting human adaptation to a particular natural change.

. Through such sources of information as stories, pictures, and films, investigate adaptations to natural changes in settings where these changes are marked and quite different from our own (e.g., a northern community, a monsoon area, a mountainous area where people move up and down as the seasons change).

. Take the students outside and find a location where humans have obviously greatly affected the environment. Ask the students to imagine what it would have been like when native people were the only inhabitants of the area. Discuss specifics such as, "What wouldn't have been here?" "What would likely have been right where we are standing? . . . over there?" and so on. Upon returning to the room, have the class draw or paint a picture of what they imagine it was like, or a series of pictures showing then and now comparisons. They can then write about or discuss their assessment of the differences they have depicted. Their collected works could be displayed under an appropriate heading such as, "Ways in Which We Change Our Environment."

. Read some North American Indian stories and legends which reveal how they lived, met their needs and wants, and their relationship to the natural world.

. Students may be familiar with some of the history of the fur trade through visits to museums, or from relatives who still trap for a living. Invite someone who is familiar with this activity into the classroom to describe how animals were trapped, and what the furs were used for. The children can portray their views on these activities through stories, artwork and discussion.

. Discuss what happens to animal populations when too many furs are taken (e.g., buffalo, beaver). What measures can be taken to preserve endangered species?

- This activity can be extended to include projects in which students investigate a particular endangered species in terms of:
  - its current situation.
  - what environmental changes are endangering it?
  - who or what is causing these changes?
  - what can be done to protect the species?
- This might be either a small or large group project. If possible invite a person from a wildlife or conservation organization speak to the children.

. Have students role play a situation in which they arrive in an area of Manitoba with their families 100 years ago. What brought them to the area? How would they decide where to locate their home (e.g., good land for crops, abundant game, wood supply for fuel and housing, a water supply, accessible by some means of transportation, close to neighbours, etc.).

- Then examine how the activities in settling an area would affect the environment. Would the changes be good or bad? Why or why not?

- Illustrate the changes by locating roads, buildings, cleared fields, bridges, railway lines on a simple wall or table map. Use symbols to represent these features. Draw "before" and "after" pictures to indicate changes that have taken place.

. Try to find old photographs of your farming area, reserve or town which were taken in the late nineteenth or early twentieth century. How did the natural landmarks and the features constructed by people receive their names? Are these landmarks still recognizable? Which of the original buildings are still standing? Has their use or appearance changed with the passage of time? If possible, make a model or map of the area in the early state portrayed by the picture. Invite one or two long time residents of the area to come and share their memories of what it was like, what changes have occurred, and how they feel about these changes.

. Ask the students to think of how the environment might be changed as a result of:

- The introduction of motor cars:
  e.g., more roads, parking lots cover green space, increase in traffic - noise, air and visual pollution, dirt roads covered by pavement, garbage - abandoned cars, etc., use of finite resources, remote communities more accessible.
- Population increase:
  e.g., greater demand for housing, services, high rise offices, multiple family dwellings, urban sprawl, reduction of agricultural or wilderness areas, need for garbage, sewage disposal.
- Mining or forestry operation:
  e.g., use of non-renewable resources, effect on natural habitat of animals, plants.

Select one of the above topics or some other that is readily observed in your area and have the children go out and observe the effects of the phenomenon in question (e.g., changes in the environment due to automobiles, changes in the environment due to a particular economic activity). Upon returning to the classroom have the children list all the changes they could observe and then add those they already knew about. Discuss such things as:

- The benefits these changes bring.
- The negative effects.
- How the negative effects might have been avoided (e.g., different methods or definitions of needs and wants).
- How the problems might be corrected.

Have the children make a display (models, drawings, charts, maps, etc.) depicting the changes or environmental impacts that they observed, their assessment of these changes and possibly any alternatives or ways to lessen the impacts. Then, as a final step, invite people from the school and community into the room to see the display and have the children explain it to them. If a suitable place can be found (e.g., library, shopping mall, banks, etc.), it might also be possible to set up the children's display in the community.

Conclusion

. See if the children can add to their list of changes in their neighbourhood (the list arising out of the initial introductory activity). Have them concentrate especially on human environmental impacts.

. Have the students make entries into their booklets on Families Long Ago-Families Now. Possible headings include:

- The Local Environment as Families Long Ago Found It
- Changes in Local Environment
- The Local Environment Now
- Positive and Negative Things About the Changes in Our Local Environment

UNIT II TOPIC OBJECTIVES

Topic 2: Families Long Ago

Knowledge objectives

The students should be able to:

. give examples of ways in which life in their families might have been different if they had lived long ago.

Thinking and research skill objectives

The students should be able to:

. use artifacts as a basis for making inferences about family life in the past.
. use interviewing to obtain information and check inferences about family life in the past.

Attitude and value objectives

The students should be able to:

. share and examine their attitudes and feelings about living in the manner families did long ago.
. examine the value of preserving examples of past ways of life (e.g., museums, old farms, etc.).

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out an action aimed at protecting and increasing appreciation for some aspect of their community relating to how families lived in the past.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Families Long Ago

- How did families long ago fulfill their needs and wants?

Note: In the past, family lifestyles differed from those of the present day. The people had to meet their needs with a technology that was generally simpler than ours. This influenced a family's structure, as well as its economic and social activities. In rural areas, families had to be largely self-sufficient. As a family unit, they produced everything they needed. Some of the things which families could not provide for themselves could be obtained through purchase or barter. With a simpler technology and the labor intensiveness that accompanied it, families often relied on the cooperation of kinspeople or neighbours to accomplish large tasks such as putting up dwellings.

Introduction

. Arrange a classroom display of artifacts or pictures of items which were used in the past. (The artifacts might represent an era as recent as the 1920's or 1930's or a much older period.) The display might include such things as: flat irons, a washboard and tub, wooden plow, pump, oil lamp, harness, slate and pencil, bone knife, digging stick, birch bark basket, bow and arrows, etc.

- Discuss each artifact to determine what it can tell about the way people lived during this time.

- What is the artifact?
- Who made it?
- For what was it used?
- Who used it?
- Do you think it would have been easy to use? Why?

Make a small chart or list of student guesses about the purpose of the artifact and post these alongside the artifact or its picture.

. The teacher presents the role of a member of a long ago family by telling the class they are going to have a visitor. Their task is to find out, through questioning, all they can about this person and his or her situation. After having prepared the class, the teacher, using minimal props (e.g., an apron, a flat iron, an axe), faces the class as the selected character (e.g., a mother in an early settler family, a farmer cleaning fields, a native woman cooking over an open fire). After a pause, the teacher opens with a comment that suggests a problem (e.g., "Will it never end?" - holding flat iron, or "Dull again." - with reference to axe) and waits for the class to start questioning. After the initial who and where questions, the focus will hopefully turn (or the teacher can lead it) to the problem the character is facing. As students start to suggest solutions and the character rejects those that do not fit with the historical situation, some insights begin to occur with respect to such things as the level of technology and the nature of the way of life being portrayed. After the role playing, the teacher and students can summarize all that they learned from the visitor. Such findings will range from factual information to what it might have felt like to be a person in the situation portrayed.

. Make a chart on the theme of how the children's family life would have been different if they had been born _____ years ago. Tell the class to make some guesses and then record these and save them for later reference and comparison.

. Establish some way for the class to display their findings as this exploration progresses (e.g., using a corner of the room and large cardboard boxes, build a model of an early home, e.g., early settler's or native family's home). As the study develops, the children can draw and make models of the various items that would have been in and around such a home. It can also become the focus for various information displays, artwork, stories and so on.

Development

. Examine a variety of economic activities which took place in early Canadian families, and the technology used to meet basic needs (e.g., food: farming, hunting, cooking, food preparation; clothing: spinning, weaving, tanning, sewing; shelter: tools, materials, construction designs and methods; transportation: land and water).

- Ask the students to collect objects or pictures associated with these activities for a classroom museum. If possible, plan a field trip to a local museum to learn more about historical lifestyles. Have the students report on some of the reasons why they would and would not have liked to have lived during this time.
- As information is accumulated, make additions to the displays and model family home suggested above.

. Discuss the merchandise that would be available in a general store or trading post. Draw pictures to illustrate the goods a family might have to purchase or exchange.

- What things might a family exchange with a merchant or neighbour for goods they needed.
- What are some of the other services that might be available in urban centres? (e.g., blacksmith's shop, post office, doctor's office)

. Ask the students to suggest how a family newly arrived in a rural area would find a place to live. They might make a temporary makeshift dwelling to shelter them until neighbours could arrange a house raising.

- Discuss other forms of cooperative labor which were common among early families (e.g., barn raisings, sewing bees, cooperative hunting or farming operations).

They might make a mural depicting various cooperative projects that were typical for the time being studied.

. Have the children talk with older people who lived in times with simpler technologies (e.g., classroom visits, residences for old people). By planning general questions before hand, the children can focus in on what family life was like. Their findings can be written up along with drawings as a kind of 'oral' history.

. Involve the class in a decision-making game in which they have to decide what items they, as an early settler family, would require to establish a home. (e.g., Tell the children that they are members of a family that is going to farmstead new land. They are in a town and have only a day to buy the supplies they need to build and equip their new home. Tomorrow they will leave on a fifty kilometer trip on a small barge along a river. When their new land is reached they and their supplies will be put on the bank and left. That will be it until the next spring.)

- Once the scenario is clear have the children (ideally in small groups but if necessary as a whole class) start making selections. Tell them that there isn't much room on the barge so they have to be selective. If this has been a small group task, lists can be compared. In any case, discuss why given items were chosen and whether or not they likely existed then.
- A variation would be to use the same scenario but present the children with a list of items from which they can choose.
- Alternatively, describe a scenario in which the class, in the role of an Indian family, have to decide what items to choose at the trading post, in exchange for their furs. The children could compile a list or select from one provided by the teacher. They should be prepared to explain why they selected or rejected certain items, and to discuss whether or not given items likely existed then.

. Supplement the above activities by reading stories to the class about family life long ago. Focus especially on stories emphasizing the life of children.

. Have the children debate about whether or not people should spend time, energy, and money trying to preserve things from the past.

. If there is an issue relating to the preservation of some aspect of your community's past, it might serve as a suitable focus for a social action activity. Some issues might include:

- Attempts to establish, maintain, and improve a local museum.
- Preserving a historic building, farm site, etc.
- Preserving the recollections of early settlers in the area.

Any of these and others are issues that the children could become involved in through such activities as:

- Finding out about the issue (guests, visits, etc.).
- Considering their own opinions on the issue.
- Deciding how they can contribute (e.g., an information campaign, presenting proposals to appropriate community people, recording the recollections of some old timers in the area and making these available to others).
- Carrying out the action and assessing the results.

Conclusion

. Have the children further develop the home and display relating to families long ago. This could be elaborated into a demonstration for other classes by having the class, using costumes and other props, both explain their display and act out some typical family scenes and tasks.

. Have the children begin a booklet on the theme of how their own families would have been different if they had been born _____ years ago. A series of comparisons can be entered in the form of drawings, stories, etc., as different aspects of family life are investigated.

UNIT II TOPIC OBJECTIVES

Topic 3: Technological Change and Changes in Families

Knowledge objectives

The students should be able to:

- . give examples of technologically induced changes in:
  - the roles of family members
  - the ways in which families meet the needs and wants of their members.
- . give examples of some ways in which families have, for the most part, shifted from being centers for both production and consumption to being centers for consumption (decreases in self-sufficiency).
- . give examples of female and male role definition changes as evidenced in the past and present family life comparisons.

Thinking and research skill objectives

The students should be able to:

- . observe in their own homes in order to obtain information about technological influences.
- . make comparisons between data based on past and present family life.

Attitude and value skill objectives

The students should be able to:

- . examine their own sex role stereotypes and consider their reasons for holding these.

Social participation objectives

The students should be able to:

- . with the teacher's help, plan and carry out an action aimed at altering what they view to be unjustified sex role stereotyping in their school or community.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 3: Technological Change and Changes in Families

- How are our families different from families long ago (e.g., roles, family structure, size)?
- How are the ways in which our families fulfill our needs and wants different from families long ago (e.g., local shelter, clothing, entertainment, education, transportation, communication, etc.)?

Note: New technologies have caused changes in the nature of families and in how they view and meet their needs and wants. Most families today no longer provide their own food, shelter, clothing, etc. They purchase the goods and services they need.

In the past, families were often large because many "hands" were needed to work. Extended families were also common. There was a traditional division of labor within each family according to age and sex. Males and females had important but different roles. Women usually were responsible for domestic activities, while men looked after things outside the home. Daughters and sons were socialized in these roles. Older people continued to make a useful contribution to family life. To some extent,

technology has changed the roles of family members. When economic production was no longer centered in the home, many men joined the labor force. They worked for wages to provide for family needs. In increasing numbers, women, too, became wage earners. New inventions made housework less time consuming, as well as making it possible for females to move into jobs once considered as "men's work." This situation brought changes in the roles of both parents and affected all family members.

Technological change has also affected a variety of other aspects of family life. Families in the past had simple forms of entertainment. Books were expensive and not everyone could read. There were no movies, and no T.V. programs. Families and their friends made their own entertainment. They often kept alive traditional celebrations and customs of their ancestors. In the past, opportunities for formal education were limited. Many children were needed to help at home, or could not afford the clothes and supplies necessary for school. Instead, children learned their skills and knowledge from adults in their families. Similarly, technological change has affected how people define and meet their needs and wants in such areas as communication, transportation, shelter, and clothing.

Introduction

. Have the students imagine how their family life would have been different in an earlier time. Encourage them to make guesses about their own lives (e.g., chores, play, entertainment, learning) and the lives of other family members (work and jobs, etc.). Make a list of their predicted differences and of any explanations they may have as to why such differences exist. Save these ideas for the completing activities.

Development

. Compare early ways of meeting basic needs with present methods. What are some of the inventions that have changed the way of providing for food, shelter, clothing, etc., for a family? Illustrate the contrast with a chart entitled Then and Now. Collect or draw pictures to fit the proper categories.

. Compare the variety of consumer goods available today, and the way they are packaged with those available in the past. A comparative display might be made by taking some staple, such as flour and then through drawings, magazine pictures, or actual packages and labels from home, showing the forms in which it was available in the past (maybe simply a sack of flour) and forms it is available in now. Parents could help with this by providing packages. A few such displays will demonstrate visually the increased complexity and variety in meeting needs today.

. Another way to highlight the above comparison is to have the children (ideally small groups with specific tasks and a supervising adult) go to a local store which supplies some basic category of needs and wants such as food, clothing, transportation (autos, bicycles), or communication and actually count the numbers of items, types of products, or brand names that are available to fill those needs and wants. Some examples for investigation include:

- Breakfast cereals
- Bread
- Bicycles
- Cars
- A specific category of clothing such as shoes.

These lists can then be compared to the selection that was likely available to families long ago (whatever era has been focused on in Topic 2: Families Long Ago).

. In order to highlight changes in self-sufficiency and interdependence with respect to meeting needs, have the class develop a large comparative wall display. For example, a chart along the following lines might be developed and filled in as the children obtain new information and review their findings in Topic 2: Families Long Ago.

Needs and Wants	LONG AGO		TODAY	
	Needs and wants met mostly by the families themselves	Needs and wants met mostly by buying from others	Needs and wants met mostly by the families themselves	Needs and wants met mostly by trading or buying
Food				
Water				
Shelter				
Heat				
Clothing				
Etc.				

Entries can be made in the form of checks, comments and small drawings. Students can then discuss and analyze the chart through questions such as:

- Did families long ago or families today meet most of their needs and wants by their own efforts?
- Can you explain why there are these differences? For example, can you explain why people might buy more of their food today than families did long ago?
- Do you think there was a difference between families long ago who lived in cities and those who lived in the country? Why?
- Is there a difference between families today in cities and the country in terms of how many of their needs and wants they meet themselves?

Note: It should be pointed out that there were differences between families because of such things as wealth, location, and culture just as there are differences today.

. Engage the children in a discussion of the contrasts made evident by the three previous activities (e.g., Which family situation would they rather live in? Why? What are some advantages and disadvantages of both situations?).

. Examine old photographs which show several generations of one family. Have the class interview their parents to find out the number of children in their parents' and grandparents' families. Compare this to the number in their own families. Point out that modern families are generally smaller than previous generations. If possible, have the students make family trees to illustrate this situation. The children might also:

- Discuss what they see as the advantages and disadvantages of both large and small families.
- Try to come up with reasons why people tend to have smaller families now, at least in the developed world.
- Draw pictures of and describe their "ideal" family.

. To illustrate the roles of various family members in the past, list the activities of mothers, fathers, grandparents, children. What things were done cooperatively? What tasks did various family members likely have? Then have the children compare these lists with one based on the roles of the children's own families. For example:

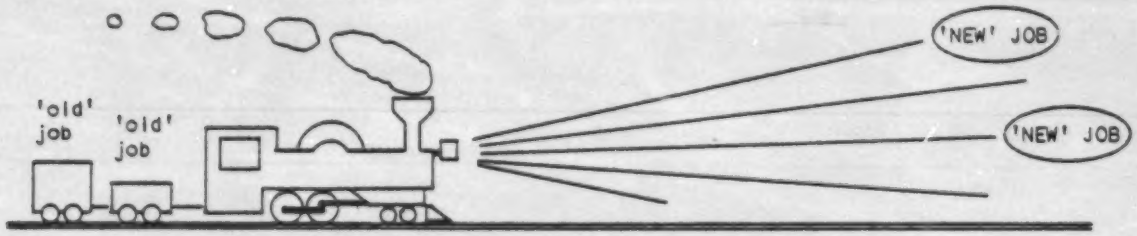
Grandparents Long Ago	Grandparents Today

Mothers Long Ago	Mothers Today

While there will likely be general observable differences between then and now for each family member, it is also likely that children will report significant differences between their own families now. This can lead to further discussions about current differences and some reasons for these. Grandparents and other older community members might be a good source for the 'long ago' roles. Children can discuss which family role patterns (long ago or today) they prefer and why. They might also try role playing some 'long ago' family scenes and jobs.

. Grandparents frequently helped in choosing names for new family members. Names were often handed down from generation to generation. Ask the students to find out how their names were chosen. Were they named after an ancestor? If possible let the children look up their own names to discover their meanings. What do the names show about cultural backgrounds?

. Discuss some of the 20th Century technological innovations which resulted in new jobs and eliminated old ones (e.g., the railroad, factories, mechanized farming). Take several such innovations and program some of the possible job changes involved. For example:



In some cases the children might be able to discuss the advantages and disadvantages of the job changes depicted. They might also speculate about the answers to questions such as:

- What might have happened to those doing the old job?
- Do you think the old job or the new one would be more enjoyable, more interesting, safer, etc.? Why?
- Which one would you rather have done? Why?

The children might then act out or draw contrasting new and old jobs (e.g., handline fishing from a dory versus fishing on a modern boat, building and repairing dog sleds, etc., versus building and repairing snowmobiles, street cleaning with a broom and shovel versus a modern street sweeping machine).

. What jobs do males now hold that would not have been available 60 or 70 years ago (e.g., pilot, computer programmer, T.V. announcer, bus driver)?

- Have the class make a pictorial display of some of these new jobs.

. What inventions made housework easier? Children can pursue this by:

- Listing the various technological devices and advances in their homes (group list, possibly based on each child making a survey of his or her own home with the help of parents).
- Making a collage by cutting out pictures of the various technological devices commonly advertised in catalogues, magazines, and newspapers.

- Discussion can then focus on such questions as:

    - In what ways do these devices make work around the home or yard easier?
    - Are there any problems associated with any of the devices (e.g., expense, maintenance, etc.)?
    - Have they reduced the amount of time spent doing housework?
    - Have they helped family members cooperate and work and play together more or less?

. Present the children with a series of sentences in which the first name of a person doing a job is missing. The children are then to fill in the blanks. This could be in the form of a handout that the children do individually.

- Sample sentences:

    - _____ was just about to land the plane when _____.
    - _____ really liked being a nurse.

- Put the occupations on the board and then list the students' names under each one. Discuss the number of male and female names under each. Why have the numbers come out as they have? Should a woman be a _____? Should a man be _____? Why or why not?
- What jobs outside the home were available to women as a result of new technology (e.g., telephone operators, factory workers)? The children have probably heard of women doing jobs which are not commonly thought of as women's jobs. Make a list of their ideas.

. Do a survey of the jobs which classroom mothers hold. Do their jobs differ from the ones which women held in the past? Make a chart to display the various jobs as well as a pictorial of mothers working inside and outside their homes. This can then be contrasted with the number and type of jobs available in some past period.

. Arrange for women who hold what might be thought of as unusual jobs to visit the classroom and talk about their work and how that fits in with their homelife.

. What changes have resulted from more women holding jobs outside their homes (e.g., more day care centers, smaller families, males assuming more responsibility for child raising and domestic chores)? Make a list of the changes and have the children share both examples of similar changes in their own families and how they feel about such changes.

. The children can debate such issues as:

- Mothers should work at home if at all possible.
- Women should (shouldn't) be able to be (occupation).
- Fathers should stay at home to care for children while mothers go out to work.

The list generated in the previous activity might begin discussion.

. Ask the class what activities they and members of their families do for enjoyment. Which of these pastimes would have been unavailable to families in the early days of Canada? Why?

- Discuss how the students would feel about life without T.V., movies, etc.

. Have older visitors come to class who can talk about entertainment when they were a child.

. Discuss some early forms of entertainment such as traditional games, community dances, singing groups, visits to neighbours, story telling, school and church concerts. Find old folk tales to read to the class.

. Have the children try out some early form of entertainment (e.g., square dancing, jigging, pow wow dancing).

. Have some students do research in books or museums to discover the kinds of toys and games children amused themselves with and present their findings to the class. Students might try making some of the more simple toys such as wooden or nutshell boats, cornhusk dolls, or teaching a game to the class.

. Ask children from different cultural backgrounds to describe a traditional custom or celebration which their grandparents might have participated in as children. How many of these customs still persist? Have they changed over the years (e.g., How has Christmas changed?)?

. Collect old recipes that were used for special family occasions. Would the ingredients still be available? How would the cooking methods differ? With the help of a parent, try making one of these dishes to share with the class.

. List the skills a child long ago would have learned from parents. Is this very much different from the present day? Why or why not?

. Invite an older person to tell the class of his or her experiences as a student or teacher in an older school.

. Compare the school building and curriculum with what is common today. What changes are there? How did children get to school? Have the class participate in a traditional "recitation lesson" or spelling bee.

. Select other areas of needs and wants (e.g., communications, transportation, shelter, etc.) and engage the children in a <u>then and now</u> comparative study with special emphasis upon:

  - How the technology related to the particular category of needs and wants has changed.
  - How these technological changes have affected families (e.g., less, or maybe in some cases more, self-sufficient, more time for other things, family members working together more or less).
  - The extent to which the students see the changes and their associated effects on families as positive or negative (and why).

. In an earlier activity the students' attention was focused on changing sex role definitions resulting in part from new technologies and their impact on family life. They also considered their own sex role stereotypes through a sentence completion exercise. If the students generally accept the notion that men and women should be roughly equal in terms of the sorts of activities and occupations they are able to pursue, have the children see if they can identify any sex role stereotyping in the school that might run counter to such an equality. For example, they might have noticed such things as:

  - Certain organized sports activities being taken part in by boys or girls exclusively.
  - Boys or girls usually being assigned a certain classroom or school responsibility.

  If such an issue can be identified, help the children plan and carry out an action aimed at increasing awareness of the situation and of the alternatives. For example, they could document the situation, make an information display and share it with other students and teachers. Alternatively, if the identified situation arises out of or is at least reinforced through a rule (e.g., "Only boys can play _____." or "Only girls can join _____.") the students could plan and carry out an action directed at getting the rule changed.

<u>Conclusion</u>

. Have the class review predictions about differences in family life long ago (arising out of the introductory activity) and make changes and additions.

. Have the students make further entries into their booklets.

UNIT II TOPIC OBJECTIVES

Topic 4: New Technologies Have Advantages and Disadvantages

Knowledge objectives

The students should be able to:

. describe some advantages and disadvantages of common technologies.

Thinking and research skill objectives

The students should be able to:

. obtain data on household technologies through observation at home.
. obtain data about advertising through observing television programs.

Attitude and value objectives

The students should be able to:

. share their attitudes towards particular technologies.
. examine their reasons for assessing particular technologies either positively or negatively.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out an action aimed at ameliorating what they perceive to be some negative effects of dependence on a particular technology.

UNIT II SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 4: New Technologies Have Advantages and Disadvantages

- What are some of the benefits of the technological developments and associated changes in family life studies, Topic 3?
- What are some of the costs or disadvantages of these changes?

Note: Many inventions make life easier and more enjoyable for families. However, there are disadvantages as well as advantages to some of the new technology. While new technology has produced many products and services for our consumption, it is important to analyze their value to us. Television, for example, has a widespread influence on the attitudes and activities in a society. T.V. has made information available to people on a large scale with the result that many children are more knowledgeable about world events than ever before. At the same time people and children in particular are spending a great deal of time, that they might be using for other pursuits, watching television.

T.V. commercials continually present an overt message to buy convenience foods, or labor saving devices. Viewers must be able to decide whether these products live up to their claims. Are the "fast foods" really nutritious and economical? Are labor saving devices really necessary? Even the T.V. feature programs themselves carry hidden messages. They often portray families and family lifestyles in a stereotyped and unrealistic fashion.

Introduction

. In order to highlight our dependence on certain forms of technology and the associated benefits and hazards of such dependence:

- Ask the students if they have ever experienced a winter blizzard which left their

family snow bound and without heat or power. This is one situation in which people realize their dependence on electricity and other modern inventions.
- Ask them how their family coped with the situation.

Then have the students make some initial statements about the advantages and disadvantages of one or two technologies upon which we depend (e.g., electricity, a particular mode of transportation). This could be summarized in a chart and saved (e.g., automobile, snowmobile, etc.).

Advantages	Disadvantages

Development

. Have the students do a survey at home to find out all the ways electricity is used in their homes. The results of their survey can be recorded on a chart and then it can be pointed out to the students that one hundred years ago, no one had discovered how electricity could work to run the many devices and systems it energizes in our homes. Have the students consider:

- How they would have met the needs and wants satisfied by the uses of electricity they observed if they lived one hundred years ago.
- What they would simply have to have done without.
- How the above two considerations would have affected their lives in terms of quality (i.e., Would their lives have been better or worse and why?).

They might then portray through role playing or art some of the differences discussed and how they feel about them.

. Have various students role play a situation in which they explain to a visitor from the period studied in Families Long Ago, how all the gadgets in a modern home work. Would the visitor see any disadvantages in the modern technology? What things would he or she find especially amazing or attractive? Are there some devices or technologies that the visitor might dismiss as silly and unnecessary? Why? A slight variation would be to have the teacher play the role of the visitor and thus supply the reactions to particular technologies. The children could then question the 'visitor' to find out why they were reacting as they were. For example:

- Teacher reacts negatively to a car.
- Students ask why?
- Teacher respones might include:
  - It smells.
  - It seems so fast.
  - It's not alive like my horse.
  - I can't grow gasoline in my pasture.

. Have the students recall their favorite T.V. programs. Calculate how many hours each child spends watching T.V. each day, and then work out weekly, monthly, and yearly rates of T.V. watching. Questions such as the following will help the children assess their findings:

- Do these figures surprise you?
- Do you spend more or less time playing, with your parents or other adults, doing jobs and chores, etc.?
- What might you be missing out on by watching television?
- What might you be gaining?

. Ask the students to note the T.V. commercials advertising food during the course of a one or two hour period.

- How has technology changed the way those foods are prepared, preserved, packaged (e.g., orange juice, potatoes)?
- Which of the foods advertised would they consider nutritious? Why or why not? e.g., Try to bring out that breakfast cereals with a large amount of sugar have little food value.
- Has T.V. advertising influenced their food eating habits? In what ways?

. Discuss the family situation comedies which children watch. Have the children draw pictures of characters or situations from their favorite shows. This can be followed by a discussion based on the following sorts of questions:

- Why do you like _____ (particular show)?
- Do the lives of the people in the show seem better, more fun, or more exciting than your life? Why or why not?
- Do these people or families seem like real families? Are they like any families you know? Why or why not?

. Involve the children in assessments of other technologies we have come to depend on for the fulfillment of needs and wants. For example, they might assess the merits of:

- Automobiles as a way of meeting transportation needs and wants.
- Telephones as a way of meeting communication needs and wants.
- Single family dwellings as a way of meeting shelter needs and wants.

. Help the students plan and carry out an action directed at increasing awareness of what they see as some negative results of dependency on a particular technology (e.g., excessive T.V. viewing, dependence on automobiles when more beneficial alternatives are possible). Mounting an information campaign within and without the school is one possibility. If a part of a given problem arises from a lack of alternative facilities or particular rules or laws, the class might carry their action one step further and try to influence those in positions to make a change. For example, if students judge that they are excessively dependent on T.V. in part at least because of a lack of organized after school or weekend programs in their area, they could:

- Survey their own and others' interests.
- Make proposals.
- Present these to the appropriate adults (e.g., parent group for the school, principal, local community club, etc.).

Conclusion

. Have a series of short discussions on such themes as "We would be better off without (or with) _____" (some particular technology such as T.V., the automobile). Encourage the students to explore such areas as:

- Why they are choosing a particular point of view?
- What the effects, in their own and others' lives, of their point of view would be?
- What alternatives exist or could be developed to meet the need met by the technology (if rejection is being advocated)?

. See if the children can add to the chart on Advantages and Disadvantages of common technologies that they generated in the introductory activities.

. Have the children make entries on what they see as some positive and some negative effects of the technologies they use in their record booklets.

UNIT III-FAMILIES IN THE FUTURE

UNIT III OVERVIEW

This unit provides children with an opportunity to speculate about how continued technological and environmental change and resource availability might influence their lives in the future. The question of the extent to which people should accept responsibility for environmental maintenance and improvement (environmental stewardship) is also raised. A major purpose of the unit is to help children begin exploring these abstract and complex issues, and to provide them with ways of thinking about the future.

UNIT III TOPICS AND FOCUSING QUESTIONS

1. Future Technological Changes and Family Life

   - What major technological developments are occurring now and will likely occur in the near future?
   - How might these affect how families live and attempt to fulfill their needs and wants?

2. Families in the Future Will Continue to Depend on the Environment in Order to Fulfill Their Needs and Wants

   - What are the basic sources of the things we use to meet our needs and wants?
   - What are some examples of resources that are now scarce or will likely be scarce in the near future?
   - How might these scarcities affect how families meet their needs?
   - How might these scarcities affect families' wants?
   - What effects might families' continued efforts to fulfill their needs and wants have on your environment?
   - Which of these effects do you see as acceptable? Unacceptable?
   - Do families have a responsibility to live in ways that do not harm your environment (environmental stewardship)?
   - What changes might families have to make in how they meet their needs and in what they want in order to protect the environment?

UNIT III TOPIC OBJECTIVES

Topic 1: Future Technological Changes and Family Life

Knowledge objectives

The students should be able to:

. give examples of current and possible future technological developments.

Thinking and research skill objectives

The students should be able to:

. predict some possible effects of current and future technological developments on families and how they meet their needs and wants.

Attitude and value objectives

The students should be able to:

. discuss what they view to be some positive and negative aspects of the technological effects being studied.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out an action aimed at increasing their opportunities for learning about a new technology that they have predicted will have a significant impact on their lives.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic I: Future Technological Changes and Family Life

- What major technological developments are occurring now and will likely occur in the near future?
- How might these affect how families live and attempt to fulfill their needs and wants?

General Introduction to Unit

Note: Technology will doubtless continue to develop and thus have an impact on families and the ways in which needs and wants are met within them. Current exuberances with regard to microcomputers are a case in point.

People have both a fascination for new technologies and their potential for improving the human condition and a deep distrust for these same technologies' apparent power to make undesired changes in family life and to spin off a variety of unanticipated side effects. It would seem in retrospect that both the fascination and the distrust are warranted. There have been, by most people's criteria, both positive and negative effects arising out of the implementation of new technologies.

There is a danger that in considering the issue of technological impacts on how people live, it is possible to create the impression that technology is an autonomous force moving along an inevitable path of development. In this view people had better either adapt as best they can or get off the path and forego the benefits of modern society. Obviously the situation is much more complex than this. There are alternatives in terms of which technological paths to follow. Value choices relating to such criteria as corporate profit, worker well-being, and environmental and societal impacts. Thus, future technological developments and their possible impacts are not inevitabilities although there may be powerful forces backing a given direction.

We can predict with some confidence changes that might occur in the next few years. Changes in the more distant future, however, are more difficult to predict.

Introduction

. Tap the students' fantasies and stereotypes about the future by asking them to make predictions about such things as how people will travel, what they will do for recreation, and what sort of shelter they will have. Record their ideas and save them. Save any comment or critique until after students have done some of the developmental activities. At that point they should be able to assess their initial predictions.

. In order to encourage speculation about the possible point of view of people living in the future, have the students prepare a time capsule. Familiarize them with the idea of a time capsule, have them select items which they think would give someone in the future an idea of what family life was like in our present, and put those in the capsule. Then have them speculate about how an imagined person twenty-five years from now would react to these items. For example, the students might include such items as:

- Packaging from typical foods.
- Favored toys.
- Pictures from magazines of various common technologies.

Speculation about the reaction of the person in the future might be encouraged through questions such as:

- Remember how you reacted to some of the old artifacts (or pictures) when we studied Families Long Ago? How did you feel about the _____ (e.g., flat iron, butter churn, etc.) and why?
- How do you think a person living twenty-five years from now would react to the things in our time capsule? Why?
- How do you think the ways in which this person might meet his or her needs and wants would be different?

From this a list of predictions about future technologies and ways of meeting needs and wants can be developed. Save the list for the completing activities.

Development

. Engage the students in a series of investigations of technologies that are now or will likely in the near future undergo significant development and that have the potential for affecting families and how they meet their needs and wants. Some possible areas for investigation include:

- Microcomputers and various other related "silicone chips" technologies.
- Satellite communication systems and the associated proliferation, specialization and geographical distribution of television and other channels.
- Highly automated or even robot controlled production lines.
- Transportation technologies.
- Recombinant DNA technologies and their potential for creating new life forms for specialized purposes ranging from producing insulin to producing oil.

In each case have the students:

- Find out about the technology, its current state, and predictions about the near future. Try to find resource people who can help explain the technology to the children. A great deal of responsibility will fall on the teacher to find and translate information for the children.
- Speculate about how the technology might affect families and how they meet their needs and wants.
- Evaluate the current and predicted effects of the technology. Which effects on families and their members are seen as positive, which as negative, and why?
- Translate their finds into a variety of forms and media (e.g., collages, drawings, murals, charts, role playing, models, stories) and share these with others.

. Have students debate whether or not particular technological developments should proceed.

. Ask the children to do "time sketching." Select a picture of an object and ask the class to draw the object as it looked in the past, how it looks now, and how it will look in the future (e.g., an article of clothing, a car, a bicycle, a home). They can then share their drawings and explain why they drew the future version as they did. If different students have "time sketched" the same item, compare their predictions and have discussions about the different ideas they represent.

. Help the students plan and carry out an action aimed at increasing their opportunities to learn about and possibly use some new technology. For example, after studying about microcomputers and their possible impacts, students might want to help create opportunities for themselves and others in the school to become more knowledgeable about this area. This might involve for example:

- Finding out about current educational applications of microcomputers.
- Developing a case for the importance of young children learning about and becoming competent in the use of microcomputers.
- Approaching other teachers, the principal and their parents with their ideas and plans for such actions as the school getting suitable books in the area, obtaining access to terminals for students, or purchasing terminals.

Conclusion

. Have the children review the lists arising out of the introductory activities and see if they wish to modify or add to them. If there are modifications and additions, use these as the basis for discussion. Some points to focus on include:

  - Do you still think your earlier ideas or predictions are good ones?
  - Where did you get some of these ideas about the future (e.g., television cartoons, science fiction on television and in movies)?
  - Why did you want to change (a particular prediction)?

. Have the students add a Families in the Future section to their booklets and make suitable entries.

. Have the children summarize their ideas about family life in the future by creating a mural on this theme. This would require a group decision about what should be included. Groups could then take responsibility for different parts of the mural and in addition write explanations of the futures they are predicting and how they feel about them.

UNIT III TOPIC OBJECTIVES

Topic 2: Families in the Future Will Continue to Depend on the Environment in Order to Fulfill Their Needs and Wants

Knowledge objectives

The students should be able to:

. when given a common item used to fulfill a need or want, be able to describe the stages of production back to the item's original source in the environment.
. give examples of natural resources that are becoming scarce or might become scarce in the near future.
. give examples of current and possible future impacts on families of particular natural resource scarcities.
. give examples of people:
  - damaging the environment in their neighbourhood.
  - maintaining and improving the environment in their neighbourhood (environmental stewardship).

Thinking and research skill objectives

The students should be able to:

. obtain data on environmental impacts through observation in the community.
. obtain data through surveying people for their opinion about specific environmental impacts in the community.
. predict the effects on families of possible resource scarcities.
. interpret data on a graph.

Attitude and value objectives

The students should be able to:

. examine and assess their own and others' opinions about specific environmental impacts in the community.
. examine their own views on what they would and would not be willing to forego in order to protect the environment.

Social participation objectives

The students should be able to:

. with the teacher's help, plan and carry out an action aimed at fostering environmental stewardship in their community.

UNIT III SUGGESTED TEACHING STRATEGIES AND LEARNING ACTIVITIES

Topic 2: Families in the Future Will Continue to Depend on the Environment in Order to Fulfill Their Needs and Wants

- What are the basic sources of the things we use to meet our needs and wants?
- What are some examples of resources that are now scarce or will likely be scarce in the near future?
- How might these scarcities affect how families meet their needs?
- How might these scarcities affect families' wants?
- What effects might families' continued efforts to fulfill their needs and wants have on your environment?
- Which of these effects do you see as acceptable? Unacceptable?
- Do families have a responsibility to live in ways that do not harm your environment (environmental stewardship)?
- What changes might families have to make in how they meet their needs and in what they want in order to protect the environment?

Note: People have a responsibility to ensure that their activities do not damage the environment. This is often a difficult responsibility for people to accept. We are used to certain levels of consumption and ways of meeting needs and wants and find these difficult to alter.

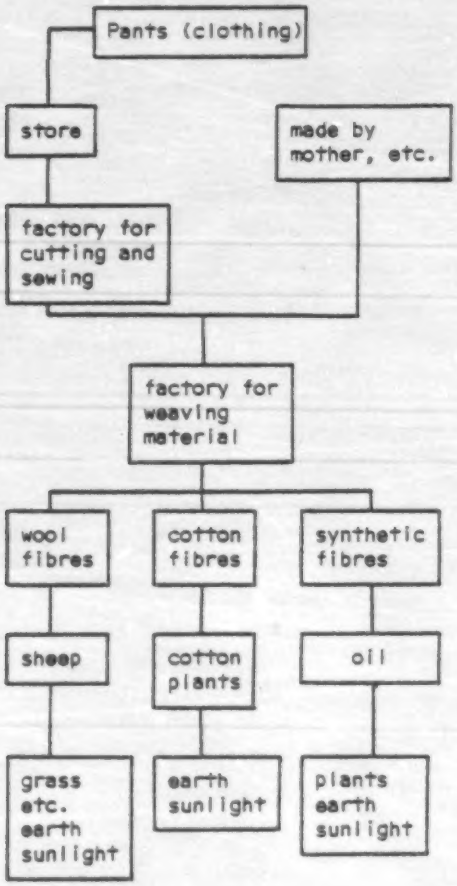
Resource scarcity and environmental damage are likely to force upon us changes in how we meet our needs and define our wants. Given these realities it seems advisable that people examine their assumptions about their needs and wants and balance their expectations against the impacts of these expectations on the environment. (Obviously our needs and wants also have a powerful impact on people living in Third World Nations and in pockets of underdevelopment in parts of Canada. This issue is purposely omitted here as it will be considered in Grade Four.) Further, it is important to develop policies of conservation and to examine and try to predict the environmental impacts of human activities before deciding whether or not to proceed with particular projects and changes.

In a time of rapid change, people try to preserve some of the past by preventing the destruction of old buildings and establishing museums to record their history.

Some families live in areas where there are no paved roads, parks, or neat, attractive homes and yards. Changes can be made to modernize or revitalize these neighbourhoods. Cooperative action can help to preserve the attractive things in an environment, or improve unsatisfactory conditions.

Introduction

. Use source diagraming in order to help students understand our fundamental dependence on our environment. Take a common need/want and ask the students where the things we need to fulfill this need/want come from. For example, hold up a pair of pants and ask, "When you need some of these where do you get them?" Record the students' answers, placing them into a rough hierarchy as they are given. For example:

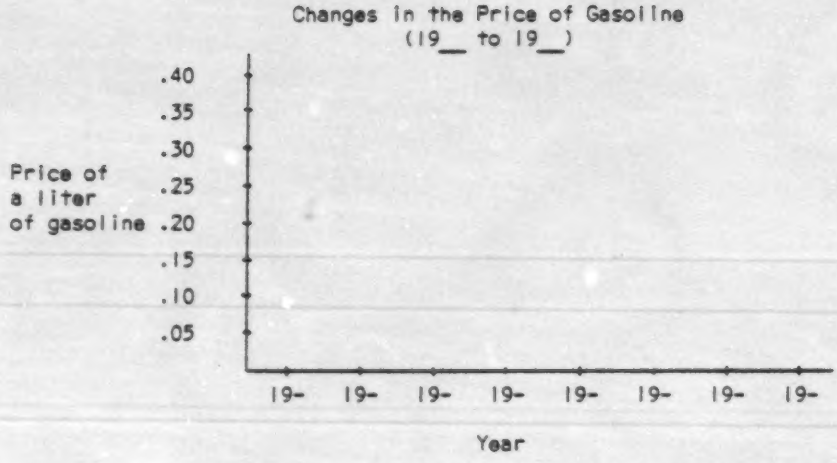


Through probing and questions such as, "And where does that come from?" or "And how do they get the fibres to make that?", it should be possible to lead the students back to the item's source in the natural environment. Obviously, the above diagram is not complete. For example, energy inputs have been omitted. The point is to try to develop reasonably accurate source diagrams for several things that we use to fulfill common needs and wants. Once this is done, it should be obvious that we are inextricably linked to our environment. Follow-up or extension activities include:

- Comparing source diagrams for a common item for families long ago and families today and discussing the differences and similarities. Differences in complexity and degrees of home production might be evident but the same base in the environment will be obvious.
- Having children make some of their own source diagrams for common items that are of special significance to them (e.g., some favorite junk or fast food, a toy). They could then, with the teacher's help, check out the accuracy of their diagrams.

Development

. Put a graph on the board which roughly portrays the increase in the price of gasoline or some other item over the past eight years (roughly the students' ages). For example:



Similar graphs might be constructed for such things as cars, bicycles, chocolate bars, etc. Use whichever seems most likely to be interesting. Help students interpret the graph through questions such as:

- What was the price in 19__?
- What is the price now?
- How big a change is that?

At this point have the students share their ideas about why prices have increased to this extent and record their ideas on the board. While this is a complex issue it might be possible to at least hit upon ideas such as:

- More and more people want the item.
- People often want more of a given item than was true in the past.
- There are often scarcities of the natural resources used to produce an item.

Students might work on these ideas further and check out their conclusions by selecting items and then questioning parents and grandparents (or other older adults in the community) about such things as:

- How much of this did you use when you were our age (change wording to fit item).
- Do you think people use more or less of this now?
- What did _____ cost when you were our age?
- Why do you think it costs more (if it does) now?

In addition, they could, with the teacher's help, check out whether the particular natural resources from which items are made are becoming scarce.

. Engage students in a simple decision game designed to simulate a natural resource scarcity and some associated consumption choices. For example, the students could be put into groups and told that each group is a family. They have just heard that, due to oil fields running low in North America and political problems in other parts of the world, oil and all the products made from it will be in short supply. The Government of Canada has asked every family to take two of the five following actions in order to help avoid a crisis (e.g., factories closing for lack of energy, people out of jobs, no petroleum based fertilizer or fuel for farmers and thus food shortages, etc.). Each family (group of students) then has a set time to pick their three actions and prepare themselves to defend their choices. Actions from which to have the students choose might include:

- Drive only one car and drive it only two days per week (any two days).
- Turn the thermostat in your house down to 17°C at all times.
- Close up your house, turn off the heat, and share a house with another family.

- Stop using all electrical devices in your home, including T.V.'s, stereos, dishwashers, clothes washers and dryers, air conditioners, etc. Exceptions are the refrigerator, and the stove which may be used once a day for not more than one hour.
- Stop using hot water for any purpose.

When groups of students have made their decisions, they can then write them on the board and:

- Note the differences and similarities between the decisions of the groups (families).
- Share their reasons for making the choices they did.
- Discuss other aspects such as how they would feel about having to make some of the choices in the game and whether or not they think their lives would be worse.

The particular actions to be used as the basis for the game may need to be altered in order to fit the situation of the children. Also, a wind-up discussion could be used to point out that such a scenario, with its sudden crisis, is not all that likely but that the game was used to make the point that:

- We do face increasing shortages of various resources.
- Substitutes and technological solutions are sometimes possible, but often these have high energy costs and environmental impacts.
- It is likely that over time we will have to change our expectations about how we can fill our needs and wants.

As a final activity students could depict through drawing, murals, or role playing, what they think it would be like to live with choices that they made.

. Have the children survey their parents and other adults in their neighbourhood in order to find out how increasing energy prices have affected their lives. For example:

- Have they insulated their homes?
- Do they drive smaller cars, own fewer cars, car pool, or drive less?
- Have they decided not to take trips?
- Do they keep thermostats lower or try to save energy in other ways around their homes?
- Do they enjoy their lives less (or more) because of any of these?
- Do they expect energy shortages and price increases to affect their lives in the near future? How do they feel about this?

. Involve the class in a simulation in which some of them represent different interests in their neighbourhood (or an imaginary neighbourhood).

- Interests (e.g., plants and trees, animals and birds, water and air, children, people with jobs).
- Tell them there are some plans for changes and that they are to speak for whom or what they represent.
- Changes (choose or develop one to fit the children's neighbourhood). For example:
  - wooded area versus factory (jobs).
  - a playground versus a natural wooded area.
- Introduce the proposed change, draw it in on a map of the neighbourhood and give some details about the proposed change. Then have the children who represent different interests present any pros or cons. After all the interests have been represented, have the rest of the class (those who didn't have a role - the local council) vote. Discuss the decision and why it was made. What advantages and disadvantages are there to the decision? Draw in the decision on the map and save it.

. Identify an environmental problem in the school or on the school grounds and involve the children in studying and trying to rectify it. Between the children, yourself, the custodian, and the principal, it should be possible to find a suitable issue (e.g., litter, excessive use of supplies such as paper, need for a sidewalk).

- Once the problem has been identified the children can:
  - Observe to determine the extent of the problem and share observations (e.g., tallies of number of children seen littering in different areas over recess, actual paper usage by room or larger unit in a given time).
- Discuss possible actions (e.g., clean up, publicity campaign, locate garbage cans, etc.).
- Ask the students to interview adults and children in the neighbourhoods to find out:
  - What people like about the area in which they live.
  - What things they dislike.
  - How they might work together to improve the things they are dissatisfied with.
- Make lists of the responses the children get, display them, and then discuss them. For example:
  - Are these the same things you like and dislike?
  - What items do you disagree with? Why?

. If a change is planned in your neighbourhood, find out how various people react to the proposal.

- How will the changes affect the environment?
- Will the changes be good or bad?
- For some people?
- For all people?
- Who should decide about proposed changes (e.g., location of a new shopping center, damming of a river or stream, construction of a new bridge, tearing down of an old building, location of an airport, etc., or something as simple as chopping down a tree in your yard)?
- Share the findings and compare the opinions with the children's own.

. Ask the class to plan and map their idea of an ideal neighbourhood. How can they arrange things to satisfy the majority of people in the area, and make the fewest harmful changes in the environment?

- They should consider such things as:
  - housing areas
  - factory locations
  - location of traffic routes
  - location and design of community services, such as shopping centers, schools, etc.
  - amount and accessibility of green space, recreation facilities
  - design of residential area
  - garbage disposal
- This can be done as a group project in which the children are presented with a map of an area in a natural state (either their own or a hypothetical one) with trees, fields, rivers, hills, etc., marked in. As a group they should then decide on locations for various activities. As each activity or land use is dealt with have the children weigh the pros and cons of any suggested location. Their decisions can be entered onto an outline map which is placed beside the original map depicting the area in its natural state.

. Survey your neighbourhood. Have any of the old buildings been renovated and recycled (e.g., Efforts are underway to preserve the warehouse district of Winnipeg as a historic site. The buildings are being renovated to serve as shops, restaurants, museums.)?

- Compare the original styles of architecture, and the materials used for building with those popular today. What differences do you notice? What do you think of the changes?
- The children can draw pictures of older buildings in their area (i.e., visit, observe, and draw).
- If possible, have someone who is interested in preservation share his or her concern with the class.

. Pretend you are an old building or a tree in a certain location. Tell the class the changes you have experienced personally, or observed around you as the years passed. How do you feel about the changes?

. Stage a short discussion in which students debate the pros and cons of saving an old building or tearing it down and putting up a new one. What reasons are there for preserving an old building? . . . for replacing it with a more modern building?

. Select an environmental issue that might have a fairly direct impact on the children. For example, water pollution (drinking, swimming), need for a sidewalk (traffic hazards), and have them investigate:

- The nature and causes of the problem.
- The effects it has on them and others.
- Possible solutions.

When possible:

- Have visitors provide information.
- Visit locations.
- Have the class make a display which portrays the problem, the causes, the effects and possible solutions.

Conclusion

. Have students make additions to the Families in the Future section.

. Refer back to either the modified list of predictions or the mural about family life in the future that were done as a part of the conclusion activities for the previous topic, Topic I: Future Technological Changes and Family Life, and have the students assess them. Is there anything they wish to change? Why or why not? As a final activity, they might want to redo either one or both of their products.